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ABSTRACT

Fifty-seven sources of verbal and nonverbal communications activities for use in elementary, secondary, or college classrooms are listed and described. Publishers' addresses and ordering information are given for most items. Annotations describe the type of activities in each book and provide an overall evaluation of each book's usefulness. (AA)

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BIBLIOGRAPHY OF SOURCES FOR ACTIVITIES

Richard L. Weaver

1. Sarane S. Boocock and E. O. Schild, editors, SIMULATION GAMES IN LEARNING (Beverly Hills, Cal.: Sage, 1968). In hardcover only. Price: $8.95. Order #8004. Write to: SAGE Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212.

   By the title, one might think this was a source for a variety of simulation games that might be used in learning. It is not. Rather, it is a book about the rational for, the impact of, and the perimeters for their use. This is a theoretical text or a progress report; however, part of Appendix A contains a listing of sources for particular simulation games in politics, business, and society. This source would best be used by borrowing it from the library.

2. Ernest G. Bormann and Nancy C. Bormann, SPEECH COMMUNICATION: AN INTERPERSONAL APPROACH (New York: Harper & Row, Publishers, 1972). Write to: Harper & Row, Publishers, Inc., 10 East 53rd Street, New York, N.Y. 10022.

   At the end of each chapter in this textbook, the authors list "Suggested Projects." Their list is better than most because they list fewer projects and elaborate on those they mention. Two projects that seem to work well appear on pp. 115-118, numbers 1-2. The "Job Interview Exercise" is extremely well presented in their: INSTRUCTOR'S MANUAL TO ACCOMPANY SPEECH COMMUNICATION: AN INTERPERSONAL APPROACH, pp. 14-21.

3. Charles T. Brown and Charles Van Riper, COMMUNICATION IN HUMAN RELATIONSHIPS (Skokie, Ill.: National Textbook, 1973). 229 page paperback. Write to: National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076.

   Although some of the over 200 "experiences" listed in this textbook are brief questions, many, too, are more extensive. Most are designed for the individual stimulation of the student and not for teacher implementation in the classroom; however, many of the questions would be great stimuli for group discussions or for interpersonal sharing. This is an interesting book that does not fit the "traditional" textbook mold, but it does provide interesting material, well-selected discussion questions, and a variety of "experiences."

4. Margaret L. Clark, Ella A. Erway, and Lee Beltzer, THE LEARNING ENCOUNTER: THE CLASSROOM AS A COMMUNICATIONS WORKSHOP (New York: Random House, 1971). In hardcover only. Write to: Random House, Inc., 201 East 50th Street, New York, New York 10022.

   The authors present a large variety of situations which are designed to provide students and teachers with engaging situations which force students to make some decisions about ideas and to utilize data. Interpersonal communication is the focus--learning how people relate to each other. Ten specific games with objectives and rules are presented in the chapter, "Integrating Language Experiences: Communication Games," pp. 125-156. Most of those ten games are simple and short, but they do not make this a textbook worth purchasing--at least not for the games alone. This is one that should, probably, be used in the library.

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TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

5. Richard L. Curwin, Geri Curwin, and the editors of Learning magazine, DEVELOPING INDIVIDUAL VALUES IN THE CLASSROOM (Palo Alto, California: Education Today Company, Inc., 1974). Write to: Learning handbooks, c/o Education Today Company, Inc., 530 University Avenue, Palo Alto, California 94301. Retail price: $2.50. The subtitle of this book is: "practical activities, teaching ideas, approaches to help students clarify their values." 96 page paperback.

   There is an excellent, broad, annotated resource section on pages 87-96 that is directed to all who are interested in values clarification. There are almost one-hundred classroom-tested ideas and activities that are both clear and well-explained. In most exercises mentioned, the procedure discussed can be applied to classrooms at any level; although there would need to be some alteration of content for different levels. This source provides interesting and useful ideas directed toward the elementary classroom teacher.

6. Joseph A. DeVito, INSTRUCTIONAL STRATEGIES FOR THE INTERPERSONAL COMMUNICATION BOOK (New York: Harper & Row, Publishers, 1976). 113 page paperback. 6 inches by 9 inches. Accompanies basic textbook.

   The useful section entitled "Experiential Vehicles" begins on page 75 and continues through page 113. DeVito provides guidelines for using the experiential vehicles, additional experiential vehicles, and resources for additional cases, exercises, and games. This is a very worthwhile resource for the college teacher of interpersonal communication.

7. Abne M. Eisenberg and Ralph R. Smith, Jr., NONVERBAL COMMUNICATION (Indianapolis: The Bobbs-Merrill Company, Inc., 1971), pp. 108-121. Write to: The Bobbs-Merrill Company, Inc., College Division, Indianapolis, Indiana 46268.

   Eleven exercises are listed and explained. They appear to be interesting usable in the form in which they are presented. Clear and easy to follow.

8. Kathleen M. Galvin and Cassandra L. Book, SPEECH COMMUNICATION: AN INTERPERSONAL APPROACH FOR TEACHERS (Skokie, Illinois: National Textbook Company, 1972). Write to: National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076.

   This is an excellent resource volume which sets forth large numbers of behaviorally-oriented learning objectives supported by large numbers of soundly-based learning activities. Most of the activities are presented in much the same form as you would expect to find at the ends of chapters in traditional textbooks. The authors also include a list of 34 annotated sources for more information at the end of the volume.

9. Kathleen M. Galvin and Cassandra L. Book, TEACHER'S GUIDE FOR PERSON TO PERSON: AN INTRODUCTION TO SPEECH COMMUNICATION (Skokie, Illinois: National Textbook Company, 1973). Write to: National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. 52 pages. Size: 7½ inches by 10 inches. Accompanies basic high-school textbook.

   This is a fine resource for teachers at the secondary level who are interested in "Additional Ways of Getting It Together," with respect to what communication is, perception, verbal communication, nonverbal communication, self as communicator, interpersonal, group and public communication.

10. George M. Gazda, et. al., HUMAN RELATIONS DEVELOPMENT: A MANUAL FOR EDUCATORS (Boston: Allyn and Bacon, 1973). Write to: Allyn and Bacon, Inc., Rockleigh, New Jersey 07647.

    This is a manual designed to encourage skill development in personal and interpersonal relationships. The authors' definition of skill development means developing expertise in listening and communicating to make problem-solving easier for those seeking assistance. Additional exercises can be found in their Instructor's Guide. A useful combination of material, some of which would have to be adapted to the classroom situation. This source would be of limited value for the communications instructor.

11. Alfred H. Gorman, TEACHERS AND LEARNERS: THE INTERACTIVE PROCESS OF EDUCATION, SECOND EDITION (Boston: Allyn and Bacon, Inc., 1974). Write to: Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210. 232 page paperback.

    Chapter 4, "Interaction Exercises," is, perhaps, the best one for suggesting specific activities for building a classroom community as a result of interpersonal and small-group learning situations. The chapter covers 64 pages and suggests a number of very basic exercises. Chapter 5, on "Reaction and Evaluation Instruments" is also useful. This is an important sources for beginning communication teachers.

12. Alice Gordon, GAMES FOR GROWTH: EDUCATIONAL GAMES IN THE CLASSROOM (Chicago: Science Research Associates, Inc., 1972). 205 page paperback. Write to: Science Research Associates, Inc., 7200 South Leamington, Chicago, Illinois 60638.

    This is a basic book in which the author discusses the origins, purposes, and applications of educational games, as well as their designs, benefits, and limitations. This is, generally, presented in a broad way as it applies to the use of any or all games. One interested in the theory of game-playing in the cla ssroom would probably purchase this book--not one interested in discovering games and activities for use or one expecting a presentation of a variety of games. Some seven or eight kinds of games are mentioned and suggestions or directions for others are referred to in the explanations.

13. William J. J. Gordon, SYNECTICS (New York: Collier Books, 1961). Write to: Macmillan Publishing Company, Inc., 866 Third Avenue, New York, N.Y. 10022.

    William J. J. Gordon, THE METAPHORICAL WAY OF LEARNING AND KNOWING: APPLYING SYNECTICS TO SENSITIVITY AND LEARNING SITUATIONS (Cambridge, Mass.: Porpoise Books, 1966). Write to: Synectics Education Systems, 121 Brattle Street, Cambridge, Mass. 02138.

    For those who wish to ponder and cogitate about an interesting, perhaps, even exciting, new method for developing creative solutions, these two sources are recommended. The ideas are "rather new" and application of the ideas may require more time and study than some of the other sources mentioned in this bibliography. Gordon offers fresh, insightful, and interesting ideas specifically relevant to problem-solving situations; however, most of the activities and ideas are not those that can be adapted to the communication classroom unless a broader framework and understanding of the theory is first achieved.

14. Mary Greer and Bonnie Rubinstein, WILL THE REAL TEACHER PLEASE STAND UP? A PRIMER IN HUMANISTIC EDUCATION (Pacific Palisades, California: Goodyear Publishing Company, Inc., 1972). Write to: Goodyear Publishing Company, Inc., Pacific Palisades, California. 236 page paperback. Size: $6\frac{1}{4}$ x 9 in.

    This is an introduction to humanizing the classroom. Many activities are mentioned. They are suggestive of a framework, an approach, a method. Although primarily directed at the secondary classroom, they are also useful in the college classroom. This is not a handbook, but rather, comments by the authors that are oriented around the process of educating children.

15. Theodore G. Grove, EXPERIENCES IN INTERPERSONAL COMMUNICATION (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976). Write to: Prentice-Hall, Incorporated, Englewood Cliffs, New Jersey 07632. 203 page paperback.

    This book can be used as a guide for classroom instruction or by an individual outside of class. The goal of the book is the exploration of communication concepts and theory through experiences. There are close to eighty activities mentioned. Those suggested are comprehensive and well-tested. Some activities can be done alone; some in a dyad; some in a group. Some are long; others are short. This book makes an excellent teacher's resource.

16. Robert C. Hawley, VALUE EXPLORATION THROUGH ROLE PLAYING: PRACTICAL STRATEGIES FOR USE IN THE CLASSROOM (New York: Hart Publishing Company, Inc., 1975). Write to: Hart Publishing Company, Inc., New York, N.Y. 10012. 175 page paperback. Retail price: $4.95.

    For one who is unfamiliar with role playing as an alternative teaching method, all one needs to know about it can be found in this source. This book is not discipline specific; that is, the material presented here can be related to any content area. The author provides specific considerations that teachers might need to know to incorporate role-playing activities in their teaching. Many practical suggestions are interspered throughout. This book proves that role playing is not only a common and natural human activity, it is also involving. An important and useful source.

17. Robert C. Hawley and Isabel Hawley, A HANDBOOK OF PERSONAL GROWTH ACTIVITIES FOR CLASSROOM USE (Amherst, Mass.: ERA (Education Research Associates), 1972). Write to: Education Research Associates, Box 767, Amherst, Massachusetts 01002.

    This book focuses on activities that have to do with communication, identity, interpersonal relationships, nonverbal and sensory awareness, and personal growth. Ninety-four separate activities are listed; most would be appropriate for junior and senior high school; some would be excellent for a college interpersonal-communication class. This is also a worthwhile source with a fine selection of books for supplementary reading. It is practical and easy to use and a fine supplement to Hawley and Hawley's book on HUMAN VALUES IN THE CLASSROOM.

18. Robert C. Hawley and Isabel L. Hawley, HUMAN VALUES IN THE CLASSROOM: A HANDBOOK FOR TEACHERS (New York: Hart Publishing Company, Inc., 1975). Write to: Hart Publishing Company, Inc., New York, N.Y. 10012. 285 page paperback. Retail price: $4.95.

This book provides a humanistic framework within which any humanistic educational approach may appropriately function. It is about teaching for personal and social growth and includes an inspirational message about what education is all about. There are numerous useful exercises in each chapter: where to begin, orientation, community building, achievement motivation, fostering open communication, information seeking, gathering, and sharing, and value exploration and clarification. Excellent suggestions for further reading are contained on pages 267-271.

19. Robert C. Hawley and Isabel L. Hawley, WRITING FOR THE FUN OF IT: AN EXPERIENCE BASED APPROACH TO COMPOSITION (Amherst, Mass.: ERA Press (Education Research Associates, 1974). Write to: Education Research Associates, Box 767 Amherst, Mass. 01002. 109 page paperback. Cheaply produced typed printing.

Robert C. Hawley, Sidney B. Simon, and D. D. Britton, COMPOSITION FOR PERSONAL GROWTH: VALUES CLARIFICATION THROUGH WRITING (New York: Hart Publishing Company, Inc., 1973). Write to: Hart Publishing Company, Inc., New York, N.Y. 10012. 184 page paperback.

These books are based on the premise that the teaching of composition need not and should not be the drudgery for both teacher and student that it often is. The activities suggested are designed to sharpen students' communication skills. The level is unspecified since any of the alternatives could be adapted, through content changes, to any level of student. These are useful books full of interesting and worthwhile suggestions.

20. Ellis R. Hays, INTERACT: COMMUNICATION ACTIVITIES FOR PERSONAL LIFE STRATEGIES (San Francisco: International Society for General Semantics, 1974). Write to: International Society for General Semantics, Post Office Box 2469, San Francisco, California 94126. Retail price: $2.75. 81 page paperback. Size: 8½ by 11 inches.

This book is designed for students. It contains 90 activities that could be used in a communication classroom, at a party, or for business and industry. Although there is a broad-range of activities suggested, most would be considered elementary for the college-communication class. It is a worthwhile resource even though it is limited and rather basic or fundamental.

21. Dorothy Grant Hennings, SMILES, NODS AND PAUSES: ACTIVITIES TO ENRICH CHILDREN'S COMMUNICATION SKILLS (New York: Citation Press, 1974). Write to: Citation Press, Library and Trade Division, Scholastic Magazines, Inc., Editorial Office, 50 West 44th Street, New York, New York 10036. Retail Price: $3.95. 232 page paperback.

"This book is an exploration of nonverbal language." It is a resource for activities to teach children how to express themselves and how to interpret meanings with more than words. It is a beginning--just a beginning--but suggests ways the teacher can make nonverbal communication part of a language-arts program.

22. Leland W. Howe and Mary Martha Howe, PERSONALIZING EDUCATION: VALUES CLARIFICATION AND BEYOND (New York: Hart Publishing Company, Inc., 1975). 574 page paperback. Retail price: $5.95.

This book contains well over 100 strategies and worksheets. The idea behind this book was to provide source material that is useful and practical, that stresses the process of valuing, that extends to interaction, organization, and management as well, and that shows how values clarification can be used with other humanistic methods. The aim is to provide a method by which values clarification can be made an integral part of every dimension of the classroom. This is an excellent resource. Fine, high-quality strategies are suggested that are applicable to any level of student and that can easily and efficiently be used in the college communication classroom.

23. David W. Johnson, REACHING OUT: INTERPERSONAL EFFECTIVENESS AND SELF-ACTUALIZATION (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972). Write to: Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632. 269 page paperback. Size: 5 3/4 by 8 3/4 inches.

This is an excellent and valuable resource--one that should be placed on a "must buy" list. The format of the book is a presentation of a "mini-lecture" followed by elaborately laid-out and explained exercises. The strategies here are clear and highly usable. The teacher might consider using this book as a teacher's manual.

24. David W. Johnson and Frank P. Johnson, JOINING TOGETHER: GROUP THEORY AND GROUP SKILLS (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975). Write to: Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632. 470 page paperback. Size: 6 7/8ths by 9¼ inches.

Based upon the same format as David W. Johnson's Reaching Out, which has become a communication classic, this book covers leadership, decision making, group goals, communication within groups, controversy and creativity, conflicts of interest, the use of power, cohesion and norms, problem solving, leading discussion and growth groups, and team building. With the fine blend of theory and practice, and the creative and useful selection of activities, this should become a classic in group work just as Reaching Out succeeded in interpersonal communication. A "must-buy" for those involved in small-group discussion.

25. Kenneth G. Johnson, John J. Senatore, Mark C. Liebig, and Gene Minor, NOTHING NEVER HAPPENS: TEACHER'S EDITION (Beverly Hills: Glencoe Press, 1974). Write to: Glencoe Press, A division of Benziger Bruce & Glencoe, Inc., 8701 Wilshire Boulevard, Beverly Hills, California 90211. 321 page paperback. Size: 8 by 10 inches.

"This is not a conventional textbook. It is part of an integrated teaching-learning package designed to be used with a group of people." There are thirty-three activities here: some new, some very conventional. A number of "feedback forms" are also presented. Books like this tend to be restrictive. Some good suggestions here, but the amount of new information presented does not make this source particularly unique or valuable. For a facilitator working with groups of people, but who has limited experience or limited familiarity with the field, then, perhaps, this source might have some usefulness.

26. Dorothy Jongeward and Muriel James, WINNING WITH PEOPLE: GROUP EXERCISES IN TRANSACTIONAL ANALYSIS (Reading, Massachusetts: Addison-Wesley Publishing Company, 1973). Write to: Addison-Wesley Publishing Company, Reading, Massachusetts 01867. 118 page paperback. Size: 8½ by 11 inches.

This is a group-oriented training tool for rapid learning of Transactional Analysis principles. It is, in part, an adaptation from BORN TO WIN: TRANSACTIONAL ANALYSIS WITH GESTALT EXPERIMENTS (Addison-Wesley, 1972). The underlying assumption of this manual is that any individual can learn to trust himself, think for himself, make his own decisions, and express his feelings. The material is interesting and relevant--would be useful to a teacher of communication interested in teaching a unit on TA.

27. John W. Keltner, INTERPERSONAL SPEECH-COMMUNICATION: ELEMENTS AND STRUCTURES (Belmont, California: Wadsworth Publishing Company, Inc., 1970). Write to: Wadsworth Publishing Company, Inc., Belmont, California 94002.

This is a basic textbook. In it, Keltner provides some fine material: suggestions for activities are provided in his sections at the end of each chapter labeled, "Try this."

28. Mark L. Knapp, NONVERBAL SKILL DEVELOPMENT: INSTRUCTOR'S GUIDE FOR NONVERBAL COMMUNICATION IN HUMAN INTERACTION (New York: Holt, Rinehart & Winston, 1972). (This is the Instructor's Guide for Knapp's NONVERBAL COMMUNICATION IN HUMAN INTERACTION.) Write to: Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, New York 10017.

This source contains 23 nonverbal activities. This is an excellent source of well-described, stimulating, easily-used classroom-type activities: the best source I have seen for exercises on nonverbal communication. It contains activities that illustrate most all of the various nonverbal components It is useful, practical, illustrative, and worthwhile. This should be on one's "must secure" list.

29. Karen Krupar, COMMUNICATION GAMES (Riverside, New Jersey: The Free Press, 1973). Write to: The Free Press, 100-D Brown Street, Riverside, New Jersey 08075. 192 page paperback. Retail price: $5.95.

This book would make a useful supplementary textbook for basic communication courses at the high school, junior college, or college level. The author presents 33 exercises. Most of the formats lend themselves to either one-to-one or one-to-few (small-group) situations. The selection of exercises is comprehensive, useful, and basic (fundamental). The INSTRUCTOR'S MANUAL that accompanies the PARTICIPANT'S MANUAL (the title of which is mentioned above), presents the aims and the time required, as well as some variations. It is a useful and worthwhile anthology of strategies.

30. LEARNING: THE MAGAZINE FOR CREATIVE TEACHING, published nine times a year during the school year, by Education Today Company, Inc., 530 University Avenue, Palo Alto, California 94301. Direct all subscription correspondence to LEARNING, 1255 Portland Place, Boulder, Colorado 80302. Rates: $1.50 per copy: $12.00 per year; $22.00 for two years; $30.00 for three years.

Each issue contains a full range of materials covering theory and practice directed toward the education of children. There are discussion devices, innovative approaches, games, projects, news, & suggestions useful to the elementary or junior high school communications teacher.

** Harold C. Lyon, Jr.--see p. 13.

31. Matthew B. Miles, LEARNING TO WORK IN GROUPS: A PROGRAM GUIDE FOR EDUCATIONAL LEADERS (New York: Teachers College Press (Teachers College, Columbia, University), 1959). Write to: Teachers College Press, Teachers College, Columbia University, New York, N.Y. 10027. 285 page paperback.

    This is a guide for group leaders that emphasizes that people can develop the abilities needed to work productively in groups. The author describes in detail programs and activities for improving the effectiveness of school groups. 115 tested training activities are described in detail. It is written for the person who is in a position to help others do a better job in groups. For the trainer it is a thorough "how-to-do-it" and "what-to-do" book. It is worthwhile even though somewhat dated.

32. Sherod Miller, Elam W. Nunnally, Daniel B. Wackman, and Ronald Brazman, THE MINNESOTA COUPLES COMMUNICATION PROGRAM COUPLES HANDBOOK (Minneapolis, Minnesota: The Minnesota Couples Communication Program, 1972). Write to: The Minnesota Couples Communication Program, 2001 Riverside Avenue, Minneapolis, Minnesota 55404. 160 page paperback. A cheaply produced manual printed in typed-copy.

    The entire book is related to communication between partners. There are some interesting ideas here, some of which could be used in the classroom with minor changes. It is designed as a growth book--a program that couples are to work through together. There are even work sheets to test on the understanding of units and to provide guides for future work. Some of this will be unfamiliar in that it is not directly tied to traditional nor typical communication literature.

33. Gail E. Myers and Michele Tolela Myers, INSTRUCTOR'S MANUAL TO ACCOMPANY THE DYNAMICS OF HUMAN COMMUNICATION: A LABORATORY APPROACH, SECOND EDITION (New York: McGraw-Hill Book Company, 1976). Write to: McGraw-Hill Book Company, Princeton Road, Hightstown, New Jersey 08520. 87 page paperback to accompany basic textbook. Size: 8½ by 11 inches.

    The activities mentioned on pages 39-87 are basic and fairly common. They are solid, well-tested exercises. More important for the teacher of communication, however, is the authors' presentation of the E*D*I*T* (experience, describe, infer, and transfer) system for conducting class discussion. It is important and it is described on pages 9-14. This is one of the better instructor's manuals.

34. James Moffett, A STUDENT-CENTERED LANGUAGE ARTS CURRICULUM GRADES K-13: A HANDBOOK FOR TEACHERS (Boston: Houghton Mifflin Company, 1968 and 1973). Write to: Houghton Mifflin Company, 110 Tremont Street, Boston, Mass. 02107.

    This is the companion volume to his Teaching the Universe of Discourse. In this book, the reader is overwhelmed with creative, innovative, and interesting ideas for all of the 503 pages. Moffett believes that young people should be continuously engaged in expressing their own ideas and feelings in the classroom and, thus, he has mime, improvisation, drama, and small-group discussion take on a new significance. This is a useful and stimulating idea book. It is not, however, a mere presentation of a variety of possible activities, exercises and strategies. It is much, much more.

35. James Moffett, TEACHING THE UNIVERSE OF DISCOURSE (Boston: Houghton Mifflin Company, 1968). Write to: Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107.

Moffett's contribution to student-based teaching is profound, pervasive, and persuasive. This book is divided into chapters on curriculum considerations, kinds and orders of discourse, drama, narrative, grammar, and writing. This writer found the chapter entitled, "Drama: What Is Happening" very relevant to the kinds of classroom communications concerns that confront (or should confront) speech people everyday. This book is primarily theoretical but it is fresh and invigorating--a shot in the arm for those confined to rigid and inflexible methods of teaching.

** Brent D. Peterson--see p. 13.

36. John E. Jones and J. William Pfeiffer, ANNUAL HANDBOOK FOR GROUP FACILITATORS (Iowa City, Iowa: University Associates Press, 1972, 1973, 1974, 1975). Write to: University Associates Press, P.O. Box 615, Iowa City, Iowa 52240. Retail price: $10.00 for the paperback edition of each year's issue.

Each volume contains structured experiences, instrumentation, lecturettes, theory and practice, and a section on resources. The material is useful and interesting, but, unless one is a teacher of small-group communication, these sources are probably best used in the library. There is no question, however, of their value.

37. J. William Pfeiffer and John E. Jones, A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING (Iowa City, Iowa: University Associates Press, 1969 ff.) Write to: University Associates Press, P.O. Box 615, Iowa City, Iowa 52240. There are currently five different volumes of this work.

Each volume is well worth its retail price of $5.00. The exercises focus primarily on group activities, however, the creative teacher can adapt many of them to dyads and triads. The authors describe the goals, group size, time required, physical setting, and the process for implementing each exercise. Each volume contains 24 exercises. They are very worthwhile, and many of the exercises mentioned in these volumes have become standard exercises in the field.

38. Alan C. Purves, ed., HOW PORCUPINES MAKE LOVE: NOTES ON A RESPONSE-CENTERED CURRICULUM (Lexington, Mass.: Xerox, 1972). Write to: Xerox College Publishing, Lexington, Massachusetts. 218 page paperback. Size: 6 x 7½ in.

A stimulating array of ideas especially designed for the secondary English teacher but useful, provocative, and interesting for the teacher of communication. Of somewhat limited value for the college teacher of communication--but still interesting and exciting.

** Sharon A. Ratliffe--see p. 13.

39. Lawrence B. Rosenfeld, HUMAN INTERACTION IN THE SMALL GROUP SETTING (Columbus, Ohio: Charles E. Merrill, 1973). Hardcover only. Write to: Charles E. Merrill Publishing Co., A Bell & Howell Company, Columbus, Ohio 43216.

Although limited with respect to the number of group exercises integrated throughout each chapter, the selection of activities is good. Of course, the activities are best adapted to a class in small-group communication; however, they would be useful in any small-group environment. This source is helpful but, perhaps, not essential for the activities alone considering the hardcover purchase price. It is sound as far as small-group theory is concerned.

40. Brent D. Ruben and Richard W. Budd, HUMAN COMMUNICATION HANDBOOK: SIMULATIONS AND GAMES (Rochelle Park, New Jersey: Hayden Book Company, Inc., 1975). Write to: Hayden Book Company, Inc., 50 Essex Street, Rochelle Park, New Jersey 07662. 174 page paperback.

The exercises described in this volume, nearly fifty of them, demonstrate self-perception, inference, abstraction, stereotyping, feedback, nonverbal communication, trust, intergroup organization, mass communication, and political communication. There are some excellent selections here. In addition the authors include guides for their use and for constructive discussions afterwards. There are also sample copies of written forms, checklists, and observation guides. This is a valuable resource--one that should be on the college communication teacher's "must buy" list.

41. Richard A. Schmuck and Patricia A. Schmuck, GROUP PROCESSES IN THE CLASSROOM (Dubuque, Iowa: Wm. C. Brown, 1971). Write to: Wm. C. Brown Company Publishers, 2460 Kerper Blvd., Dubuque, Iowa 52001. Enclose $3.45 for the book, for postage, and for handling. It is a paperback.

This book is rich in theory. The section on "Action Ideas For Change" at the end of each chapter is well-thought-out, workable, and useful. For a teacher with little or no background in group process, this book provides enough information to be able to implement group activities--just from this source alone.

42. Jeffrey Schrank, TEACHING HUMAN BEINGS: 101 SUBVERSIVE ACTIVITIES FOR THE CLASSROOM (Boston: Beacon Press, 1972). Write to: The Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108. 192 page paperback #BP 425. Retail price: $3.45.

If nothing else, Schrank leaves you with the idea that there is much more to teaching than standing in front of students imparting information. His opening chapters on "Sense Education" and "Hidden Assumptions" have broad applicability. The subversive activities include a wide variety of multi-media materials; his suggestions include simulation games, group encounters, and the use of books and films that rarely appear in traditional classrooms. This is a tremendous sourcebook for ideas that were brought together with high schoolers in mind--but which could be adapted to both students at a higher and lower level. A worthwhile investment.

Jeffrey Schrank, THE SEED CATALOG: A GUIDE TOTEACHING/LEARNING MATERIALS (Boston: Beacon Press, 1974). See address above. 374 page paperback. Size: $8\frac{1}{4}$ by 11 inches.

In interesting potpourri of material (publications, textbooks, visual-aids, and other information) suggested in the areas of: publications, organizations, periodicals, audio, film, video, games, multi-media, and devices. A fine library reference work.

43. William C. Schutz, JOY: EXPANDING HUMAN AWARENESS (New York: Grove Press, Inc., 1967). This is "An Evergreen Black Cat Book--B-208. Paperback: $1.25 retail.

Interesting to read, exercises are incorporated in the narrative. These are sensitivity-oriented exercises--but they can be adapted to the classroom (specifically, interpersonal communication classroom). Many of the exercises are useful for community-building and peer familiarization.

44. Kenneth K. Sereno, Edward M. Bodaken, and Janice H. Rushing, TRANS-PER: A TEACHING STRATEGIES GUIDE (Boston: Houghton Mifflin Company, 1975). Write to: Houghton Mifflin Company, 1 Beacon Street, Boston, Mass. 02107. 89 page paperback that accompanies the basic textbook.

Twenty-eight exercises are mentioned. They are fairly complete and well-explained.

45. Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum, VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS (New York: Hart Publishing Company, Inc., 1972). Write: Hart Publishing Company, Inc., New York, N.Y. 10012. 397 page paperback. Retail price: $3.95.

This is an important source, not alone for the 79 specific, practical strategies designed to help students build valuing processes into their lives, but for the exciting suggestions and ideas that can be adapted to such a variety of other different situations. If you use rank ordering or interviewing as techniques, this book could be helpful. The method of presentation is workable and clear. The exercises apply to the college communication classroom. The teacher of communication should place this source on his or her "must buy" list.

46. COMMUNICATION EDUCATION, "instructional Strategies." This is an on-going section of each issue of this journal. It includes between five and ten brief articles which apply to the teaching of speech. Most apply to the college communication classroom. See also "Teachers' Potpourri" in back issues (up to 1975) of Speech Teacher.

47. Viola Spolin, IMPROVISATION FOR THE THEATRE (Evanston, Ill.: Northwestern University Press, 1963). Write to: Northwestern University Press, 1735 Benson Avenue, Evanston, Illinois 60201.

This appears to be an odd book to include in this list, however, packed between the hard covers of this book are 397 pages full of useful teaching games and exercises and insights on how students learn. The enterprising teacher of communication can make many broad applications for the practical exercises Spolin suggests are designed for the body, mind, and imagination of students. This is truly an inspired and stimulating work.

48. Gene Stanford and Barbara Dodds Stanford, LEARNING DISCUSSION SKILLS THROUGH GAMES (New York: Citation Press, 1969). Write to: Citation Press, Professional Relations Division, Scholastic Magazines, Inc., Editorial Offices, 50 West 44th Street, New York, New York 10036. 77 page paperback. Retail Price: $1.65.

This is a small book designed primarily for secondary students. It "provides a sequence of skill-building games and activities designed to give students the necessary practice in proper discussion techniques." It is an excellent book full of good ideas that could be adapted to audiences of any age. The ideas presented are basic, but a teacher with little background in small-group problem solving might find this little book a useful, succinct, and clear beginning point. It is definitely worthwhile considering its purchase price.

49. John Stevens, AWARENESS: EXPLORING, EXPERIMENTING: EXPERIENCING (Moab, Utah: Real People Press, 1971). Write to: Real People Press, Box F, Moab, Utah 84532. 275 pages. Retail price: $3.50 softbound; $7.00 hardbound.

This is an exciting and worthwhile volume. Stevens provides detailed instructions that lead you through more than a hundred activities designed for self-exploration, exploration of your surroundings, and interaction with others. Most activities are adaptable to the classroom. I have found those on verbal interaction especially valuable. The experiences are based upon Gestalt Therapy but provide many and varied opportunities for a variety of applications. This source is strongly recommended.

50. TWENTY EXERCISES FOR THE CLASSROOM (Washington, D.C.: NTL Learning Resources Corporation). Loose leaves contained in a folder. Write to: NTL Learning Resources Corporation, 1812 K. Street, N.W., Suite 305, Washington, D.C., 20006.

These exercises are designed for elementary/secondary/college use. They are flexible and useful. Most can be found in other sources. Many require preparation and adaptation to a particular audience. They could be used in a classroom or with other groups. They are of limited value.

TWENTY EXERCISES FOR TRAINERS (Same as above)

These exercises are more suitable for a college audience. They reveal more variety and imagination than those above. The preparation for conducting most of the exercises would be minimal. They could easily be used in the classroom. Of significant value. Useful.

51. Daniel B. Wackman, Sherod Miller, and Elam Nunnally, BASIC COMMUNICATION SKILLS FOR RELATIONSHIP GROWTH: A CLASSROOM PROGRAM (Minneapolis, Minnesota: Interpersonal Communication Programs, Inc., 1975). Write to: Interpersonal Communication Programs, Inc., 2001 Riverside Avenue, Minneapolis, Minnesota 55454. 80 page paperback. Size: 8½ by 11 inches. Typed copy. $3.95.

Many exercises mentioned here relating to relationships, self awareness, awareness of others, verbal communication styles, and patterns in relationships. Some are familiar. Useful and reasonably priced although many of the exercises can be found elsewhere.

** Clarissa I. Whitney--see p. 14.

52. WITHIN YOU, WITHOUT YOU (New York: Scholastic Magazine and Book Services). Kit. Retail price: $4.00. Order #KC 056. Write to: Scholastic Magazines and Book Services, 50W 44th Street, New York, N.Y. 10036.

The kit provides materials for a short unit on communication. In it there are eight 5½ x 8½ inch, black-and-white advertisement reproductions to illustrate how language is used to prevent communication. There is a body-language poster to show how we use our hands, eyes, mouth, knees, and shoulders to communicate. There is a ditto-master that contains a dialogue between a boy and a girl. Finally, there is a "sound sheet" (a flimsy plastic record) that contains selections of short poems from the anthology "Tell Me That You Love Me, Junie Moon," "Franny & Zooey," "A Fine and Private Place," and "Within You, Without You." For a short unit for a secondary English classroom, the kit might be a beginning point; however, a creative teacher should be able to come up with twice this amount of material with very little effort. I would consider this source very limited for the price at which it is offered.

53. David W. Zuckerman and Robert E. Horn, THE GUIDE TO SIMULATIONS/GAMES FOR EDUCATION AND TRAINING (Hicksville, N.Y.: Research Media, Inc., 1973). Write to: Information Resources, Incorporated, P.O. Box 417, Lexington, Massachusetts 02173. 501 page paperback. Size: 8½ by 11 inches. Price: Prepaid, $15.00.

This is a reference work and not a practical-strategies manual. It provides "playing data," materials, comments, summary descriptions, cost, and producer of over 600 simulations and games. There are articles about simulations and games such as "Getting into Simulation Games," and "How Students Can Make Their Own Simulations," but, basically, the purpose of this work is to summarize simulations and games so that the reader can purchase the one that is right for the specific purpose intended.

Additional Materials

54. Harold C. Lyon, Jr., LEARNING TO FEEL--FEELING TO LEARN: HUMANISTIC EDUCATION FOR THE WHOLE MAN (Columbus, Ohio: Charles E. Merrill Publishing Company, 1971). Paperback 9232. 321 pages.

A book that combines humanistic theory and practical ways for humanizing learning. This source does not present activities in a clearcut one-after-the-other fashion but integrates them into the theoretical material. The emphasis tends to be on theory as opposed to experiences. The series of exercises "to insure that individuals get beyond the self-awareness state" (pages 130-147) are interesting and valuable. There are many useful ideas here for the college communication teacher although most will require some adaptation to specific goals, purposes, and objectives. If the teacher has no background in how to construct a humanistic classroom, this book could serve as a useful beginning source.

55. Brent D. Peterson, and R. Wayne Pace, COMMUNICATION PROBES: INSTRUCTIONAL SUPPLEMENT WITH A HANDBOOK OF COMMUNICATION EXERCISES (Chicago: Science Research Associates, Inc., 1975). Write to: Science Research Associates, Inc., 1540 Page Mill Road, Palo Alto, California 94304. 123 page paperback to accompany basic text/reader. Size: 8½ by 11 inches.

"A Handbook of Communication Exercises," pages 37-123, is a useful and interesting section that includes 30 well-described, complete exercises designed for a basic communication course that includes interpersonal, small-group, and public speaking assignments.

56. Sharon A. Ratliffe and Deldee M. Herman, ADVENTURES IN THE LOOKING-CLASS: EXPERIENCING COMMUNICATION WITH YOUR-SELF AND OTHERS (Skokie, Illinois: National Textbook Company, 1974). Write to: National Textbook Co., 8259 Niles Center Road, Skokie, Illinois 60076. 223 page paperback. Size: 10 by 7¼ inches.

This book is intended specifically for use in the language arts curriculum. The emphasis is on self-identity. As a book for the secondary school, primarily, it presents numerous, useful and interesting exercises or "adventures" that cause students to explore themselves, their relationships with others, and their surroundings. There are ten to fifteen activities in each of the eight chapters which makes this a worthwhile investment. A Teacher's Guide is also included--but it is extremely weak.

Additional Material Continued . . .

57. Clarissa I. Whitney, Freda S. Sathrè, and Ray W. Olson, ACTIVITIES SUPPLEMENT FOR LET'S TALK (Glenview, Illinois: Scott, Foresman and Company, 1973). Write to: Scott, Foresman & Co., 1900 E. Lake Ave., Glenview, Illinois 60025. 66 page paperback accompanying basic textbook.

    Over eighty exercises here that are well-selected and designed to accompany the following units: the nature of the communication process, listening skills, self-perception, language and symbolic process, group process and role-playing, persuasion and attitude change, nonverbal communication, and communication in organizations. Definitely one of the better manuals.